DOCUMENT RESUME

ED 269 613 CE 044 419

AUTHOR	Hines, Donna
TITLE	The Job Interview Process. Competency Test Package. Office Occupations. Instructor's Guide.
INSTITUTION	East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	84
NOTE	41p.; For related documents, see ED 222 722, ED 222 729, ED 226 162, and CE 044 414-421.
AVAILABLE FROM	Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (test package and slide/tape).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Business Skills; Clerical Occupations; *Competence; Competency Based Education; *Employment Interviews; Evaluation Criteria; *Job Application; Learning Modules; *Occupational Tests; *Office Occupations Education; Office Practice; Postsecondary Education; Secondary Education; Skill Development; Special Education; Student Evaluation; *Test Items; Vocational Education

ABSTRACT

This competency test package, one of a series of test packages for office occupations education, contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests. Suggestions for adapting the tests for special needs students are provided. These tests on the job interview process cover applications for employment, clerical employment tests, sample interview questions, and job interview evaluation forms. (This competency test package can be coordinated with a slide/tape module.) (KC)

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INSTRUCTOR'S GUIDE

OFFICE OCCUPATIONS

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THE JOB INTERVIEW PROCESS

Competency Test Package

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OFFICE OCCUPATIONS

THE JOB INTERVIEW PROCESS

Competency Test Package

Prepared by Donna Hines

Published by
Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

in cooperation with
Texas Education Agency
Occupational Education and Technology
Austin, Texas

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FIRST EDITION

1984

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ACKNOWLEDGEMENTS

We wish to thank the following advisory committee members and their employers for their cooperation in reviewing, evaluating, and field testing the materials developed through this project.

TEXAS EDUCATION AGENCY

Carol Ann Edwards, Occupational Education Specialist

TECHNICAL ADVISORY COMMITTEE

Patsy Blankenship, North Lake College
Dr. Barbara Pankhurst, Kilgore College
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Rosalinda Ramos, Laredo Junior College
Dr. Lois Trahan, Blinn Junior College
Annie Williamson, Lamar University

Our sincere appreciation is extended to these individuals for their time and expert advice in preparing this material. Special credit is given to the support staff of the Occupational Curriculum Laboratory for their assistance in preparing this publication.

Bill Barnes, Ph.D., Director
Occupational Curriculum Laboratory

INTRODUCTION

This competency test package was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state, this and several other tests are being developed to test competencies taught in audiovisual instructional modules previously developed by the Occupational Curriculum Laboratory. However, the tests, accompanied by performance objectives, are of a general nature and could be used to evaluate competency of any instructional method in this specific subject area.

Evaluation is most successful when objectives are clearly stated in advance of a learning experience and should be used to measure student's attainment of those specific objectives. Competency tests allow teachers to make a judgment about student progress in relation to a pre-determined standard. These standards should reflect those established by the business community for entry level employees. It is important that students understand the criteria that are used to evaluate their competency in a given subject area.

Therefore, materials in the audiovisual modules, as well as the competency test packages, have been developed with student needs and interests in mind. They are designed with flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

Each competency test package includes a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. The package also includes complete directions for the student and the instructor, plus answer keys and a guide for evaluating the tests.

ADMINISTERING COMPETENCY TESTS

TO

SPECIAL NEEDS STUDENTS

Within the wide range of special needs students, fall the physically and mentally handicapped, disadvantaged, and limited English proficient students. These individuals should be viewed on the basis of their potential contributions to the world of work, not on their limiting factors. In considering these students for vocational training, however, it is important to remember the factors that may make a job inaccessible or difficult to perform. Often these difficulties can be overcome or eliminated through modifications in the training program. Performance standards should not be reduced, but rather the student's potential ability should be realistically identified and carefully matched to attainable employment opportunities.

Federal law states that employers must make reasonable efforts to accommodate a worker's handicap (Sections 503 and 504 of the 1973 Rehabilitation Act, P.L. 93-112). The 1976 Education Amendment to the Vocational Education Act (P.L. 94-482) mandates the provision for appropriate vocational training for all special needs students and stresses program and facility accessibility to them. It is therefore important that office education teachers have a basic understanding of special needs students and the problems that may be encountered when working with them.

Much literature has been printed on this topic. Two good resources are published by the Occupational Curriculum Laboratory. The Texas Handbook for Serving Vocational Special Needs Students will be available during the 1984-85 school year. A second publication, Special Needs Adaptations for Office Education Teachers, describes in depth students who are hearing impaired, mentally retarded, physically impaired, and visually handicapped. This handbook also suggests methods for adapting lesson materials to students with any of these handicaps.

This criterion-based test is an excellent means for measuring the competencies of special needs students because their performance is not compared with their "normal" peers. Rather, each student, whether special needs or not, is evaluated in relation to competencies necessary to perform tasks common in the world of work. If necessary, however, these materials can be adapted for special needs students. For example, test materials may be reproduced in large print or questions given orally or recorded for visually impaired students. Additional time to complete answers may be necessary for mentally or physically impaired students and disadvantaged students who are one or more academic grade levels behind. The reading level of questions may also need to be readjusted for the learning disabled, disadvantaged, and limited English proficient students. A translation of the test materials into a student's native language may also be necessary. Hearing impaired students should not have difficulty with this test, as long as directions are clearly explained and/or given in writing. The flexibility of these test materials gives teachers opportunities to adapt evaluation measures to special needs students.

INSTRUCTOR'S GUIDE
GENERAL INSTRUCTIONS

This competency test package is coordinated with the slide/tape module,

THE JOB INTERVIEW PROCESS.

The package offers the instructor flexibility of test design to meet the individual needs of instructors and students.

Uses for Competency Tests

1. Pre-Test:

   Materials in this competency test package may be used to pre-test students in this subject area. If a satisfactory level of mastery is demonstrated, no instruction is necessary, and students may pass to a higher level of instruction. Otherwise, the students would proceed with the planned schedule of instruction.

2. Individualized Instruction:

   The slide/tape package, with its accompanying competency test, may be used for individualized instruction. After brief directions from the instructor, the student views the slide/tape presentation, completes the activity packet, and is then ready for the competency test. If test results show a weakness in an area, the student should review that portion of the slide/tape presentation, and retake the test. This method, plus extra help from the teacher or a tutor, would be ideal for instructing special needs students. They could progress at a rate that meets their individual needs.

3. Group Instruction:

   The slide/tape package may be used as a supplement to a regular curriculum for group instruction. After viewing the slide/tape presentation, participating in classroom discussion, and completing the student activity packet, the student should be able to demonstrate proficiency in items listed in the performance objectives. The competency test can be used to measure students progress toward meeting those objectives.

4. Remedial Instruction:

   Students in advanced classes who demonstrate a poor understanding of the subject matter may need remedial help. Competency tests in basic skills may be administered to diagnose the problem area(s). For example, students in word processing classes who lack basic English usage skills, could take the competency test in this area to locate the deficiency. Once identified, remedial instruction could be initiated.

5. Employment Screening:

This test material would be useful to employers for screening prospective employees for competency in this subject area. The test could be an effective tool in comparing skills of applicants and/or evaluating the applicant's training if the program is unfamiliar to the employer. Skills of applicants with work experience, but no formal training, could be measured to determine their comprehensive understanding of the subject.

Competency Test Resources

1. List of performance objectives
2. Pool of true-false, multiple choice, fill-in-the-blank, and matching questions for each performance objective
3. Sample, 50-point objective test compiled from this pool of questions that may be easily reproduced and used in a group or individual setting
4. Performance test activities that challenge the student to put the learned skill into practical application
5. Answer keys and a checklist for evaluating the test competencies
6. Color-coded materials for convenience in locating components:

BROWN	-	performance objectives	PERFORMANCE OBJECTIVES
GREEN	-	pool of objective questions	OBJECTIVE QUESTIONS
YELLOW	-	sample objective test	OBJECTIVE TEST
BLUE	-	performance test situations	PERFORMANCE TEST
PINK	-	answer keys	ANSWER KEYS

INSTRUCTOR'S GUIDE
SPECIFIC INSTRUCTIONS

Getting Ready to Test

The instructor should review the list of performance objectives to be certain instruction has been offered for each objective. A review session should be scheduled if needed. After instruction has been completed (either teacher-prepared or the slide/tape package), students will be ready for the competency test, which should include an objective and a performance test.

Preparing the Test

The instructor may choose to use the prepared, 50-point sample objective test or develop an original test from the pool of questions for each performance objective. The competency test should also include all or part of the performance test activities.

After determining which test materials to use, the instructor will prepare and reproduce a sufficient number of copies for the students. A copy of the mailability criteria should be provided for each student.

Prerequisite Skills

This material is designed to test proficiency of students who have completed training in language arts at the secondary and/or postsecondary level. To satisfactorily complete this competency test, the student will also need accurate typing skills and a knowledge of basic letter styles which are not taught in this slide/tape presentation.

Needed Equipment and Supplies

In addition to the test materials, the student will need access to a typewriter, typing paper, and supplies for making neat corrections.

Administering the Test in a Group or Individual Setting

1. Prepare and/or collect the test forms, supplies, and necessary equipment.
2. Prepare the room with adequate seating, sufficiently spaced to maintain control.
3. Provide a well-lighted place for each student, with adequate supplies, equipment, and workspace that is free from distractions.
4. Allow sufficient time to administer the test. The objective and performance tests need to be scheduled during different class periods.
5. Distribute and explain the criteria for mailability.
6. Give general instructions and distribute the test and necessary supplies. Ask if there are any questions.
7. Monitor students during the administration of the test to provide control for valid results.

THE JOB INTERVIEW PROCESS

PERFORMANCE OBJECTIVES

1. The student will be able to list in order the six steps of the job application process.

2. The student will be able to outline the correct procedures for initiating an appointment for an interview.

3. The student will be able to fill out correctly and neatly a standard job application for a clerical position.

4. The student will be able to complete successfully a standard clerical employment test.

5. The student will be able to state basic measures by which potential employees are judged in an interview.

6. The student will be able to role play a job interview, demonstrating the ability to communicate orally with an interviewer.

7. The student will be able to prepare a mailable, three-paragraph follow-up letter that contains the following:

   Paragraph 1 includes a statement of appreciation, the title of the position for which the student applied, and the date of the interview.

   Paragraph 2 restates interest in the position and makes a positive statement about the company and/or the applicant's qualifications.

   Paragraph 3 indicates that the applicant is looking forward to a decision from the interviewer and restates the address and/or telephone number of the applicant.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's competency in this area. The checklist is not intended as a method of grading, but merely as a means of determining whether or not the student has mastered the competencies presented in the list of performance objectives. Place a check mark in the column at the right of each competency if it is satisfactorily completed.

1. 50-point Objective test (approximate time: 45 minutes)
   Completed with a score of at least 70 percent _____

2. Performance Test (approximate time: four hours, one hour for each of the four segments)

   A. Job Application
      (1) Form has been typed or neatly written in ink. _____
      (2) All blanks have been filled in. _____
      (3) Information is complete and appropriate. _____
      (4) Work experience is listed in correct sequence. _____

   B. Clerical Employment Test
      (1) All sections completed within the 45-minute time limit. _____
      (2) Typewriting test completed, or proficiency certificate. _____
      (3) Shorthand test completed, or proficiency certificate. _____
      (4) Overall score on the clerical employment test was: _____

   C. Oral Job Interview
      (1) Student completed written response to sample questions. _____
      (2) Student was on time, appropriately dressed, and neatly groomed. _____
      (3) Student's actions were appropriate for a job interview. _____
      (4) Student's verbal responses were appropriate and presented using good communication skills. _____
      (5) Student demonstrated personality characteristics that would enhance the probability of getting the job. _____
      (6) Score from the "Job Interview Evaluation Form" was: _____

   D. Follow-up Letter
      (1) Letter was neatly typed in an attractive style. _____
      (2) Letter was written with correct grammer, punctuation, sentence structure, and paragraphing. _____
      (3) The content of the letter followed guidelines for an effective follow-up letter. _____

   E. Would you hire Dale Daniels on the basis of information provided by the student in this portion of the job application process? _____

CRITERIA FOR MAILABLE DOCUMENTS

The criteria for evaluating mailability of performance test activities is adapted from the 1982-83 Secondary Competitive Events Guidelines, which includes three levels of mailability: M+, M, M-. Documents will be accepted in any approval style or format, or as specified in the directions. Credit can be given for partially completed problems.

I. M+ Mailable, perfect

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Contains no omissions in the body or opening and closing lines.
- D. Neatly completed with good placement of document on the page.

II. M Mailable

- A. All instructions were correctly followed.
- B. Contains no uncorrected errors, misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
- C. Neatly made but excessive corrections.
- D. Less than ideal placement or spacing of the document on the page.
- E. Omission of enclosure notation or reference initials.
- F. Acceptable but undesireable division of words.
- G. Acceptable but not most desireable use of capitalization or punctuation.
- H. Omission or addition of word or words that do not change the meaning of a sentence.

III. M- Not Mailable

- A. Instructions were not followed.
- B. Uncorrected typographical errors.
- C. Uncorrected, obvious strikeovers.
- D. Misspelled words.
- E. Essential punctuation or capitalization violation.
- F. Basic grammar violations.
- G. Omission or addition of word or words that change the meaning of a sentence.
- H. Total incorrect placement or spacing of the document on the page.
- I. Omission of a part of the document, i.e., date, inside address.
- J. Distracting corrections, i.e., obvious use of liquid paper or correction tape, smudges, hole in paper, poor alignment, and incomplete erasures.

OBJECTIVE TEST FOR:
THE JOB INTERVIEW PROCESS

NAME: _____

DATE: _____

Circle T for TRUE or F for FALSE for the following statements.

T F 1. It is important to understand the job application process because it must be repeated each time a person changes jobs.

T F 2. When calling to arrange an interview appointment, the applicant should state his name and the purpose of the call.

T F 3. The personal information section of the job application asks for the applicant's height, weight, and marital status.

T F 4. The educational background section of the job application asks for name, address, degree earned, and dates of the schools attended.

T F 5. The employment history section of a job application asks for employer, dates employed, and duties, listed in chronological order beginning with your first job.

T F 6. The reference section of a job application is usually optional.

T F 7. A job application is invalid if not signed by the applicant.

T F 8. Asking questions at an interview makes you appear stupid.

T F 9. The applicant should allow the interviewer to lead the conversation and close the interview.

T F 10. An up-to-date copy of your resume is helpful when filling out a job application.

Circle the answer(s) that best fit the following statements.

11. When calling for an interview appointment, the applicant should
    A. request a time convenient for the applicant
    B. start by stating his/her name and the purpose of the call
    C. ask to talk directly to the boss

12. The length of a follow-up letter should be
    A. 1-2 paragraphs B. 2-3 paragraphs C. 3-4 paragraphs

Fill in the blanks with appropriate words or phrases.

13. If a question or section of a job application does not apply, you should

_____

14. The purpose of a follow-up letter is _____

_____

15. The opening paragraph of a follow-up letter contains _____

_____

16. The middle paragraph(s) of a follow-up letter contains _____

_____

17. The closing paragraph of a follow-up letter contains _____

_____

List and briefly explain three procedures for initiating an interview appointment.

18. _____

_____

19. _____

_____

20. _____

_____

Name four tasks that often appear on clerical employment tests.

21. _____

22. _____

23. _____

24. _____

List in order the six steps of the job application process.

25.
26. 6. _____
27. 5. _____
28. 4. _____
29. 3. _____
30. 2. _____
1. _____

List and briefly explain ten guidelines for an applicant at a job interview. (2 points each)

31.
32. 1. _____
33.
34. 2. _____
35.
36. 3. _____
37.
38. 4. _____
39.
40. 5. _____
41.
42. 6. _____
43.
44. 7. _____
45.
46. 8. _____
47.
48. 9. _____
49.
50. 10. _____

THE JOB INTERVIEW PROCESS

Performance Objective 1 The student will be able to list in order the six steps of the job application process.

Circle T for TRUE or F for FALSE for the following statement.

T F 1. It is important to understand the job application process because it must be repeated each time a person changes jobs.

2. Number the following aspects of the job evaluation process in the order in which they normally occur.

_____Application
_____Appointment
_____Follow-up letter
_____Interview
_____Letter of Application
_____Resume

List in order the six steps of the job application process.

3._____

4._____

5._____

6._____

7._____

8._____

OBJECTIVE QUESTIONS

Performance Objective 2 The student will be able to outline the correct procedures for initiating an appointment for an interview.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. An appointment for an interview is always initiated by the applicant.

T F 2. When calling to arrange an interview appointment, the applicant should state his name and the purpose of the call.

Circle the answer(s) that best fit the statement.

3. An appointment for an interview may be initiated in the following ways
   A. employer may call you after receipt of your resume.
   B. employer may send notification of an appointment by mail.
   C. the applicant may call an employer and request an appointment.
   D. all of the above

4. When calling for an interview appointment, the applicant should
   A. request a time convenient for the applicant
   B. start by stating his name and purpose of the call
   C. ask to talk directly with the boss

List and briefly explain three procedures for initiating an interview appointment.

5._____

6._____

7._____

THE JOB INTERVIEW PROCESS

Performance Objective 3 The student will be able to fill out correctly and neatly a standard job application for a clerical position.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Writing N/A on an application means the information is not available.

T F 2. The personal information section of a job application asks for the applicant's height, weight, and marital status.

T F 3. The educational background of a job application asks for the name, address, degree earned, and dates of the schools attended.

T F 4. The employment history of a job application asks for employer, date employed and duties, listed in chronological order beginning with your first job.

T F 5. The reference section of a job application is usually optional.

T F 6. A job application is invalid if not signed by the applicant.

T F 7. An up-to-date copy of your resume is helpful when filling out a job application.

Fill in the blank with appropriate words or phrases.

8. Although job applications vary, the following four types of information are usually requested _____, _____,

_____, _____.

9. If a question or section of a job application does not apply, you should _____.

Match the specific items below with the section of the job application in which they belong. Write the letter of the section beside the item.

A. Educational Background
B. Employment History
C. Personal Information
D. References

10. _____dates employed
11. _____degrees earned
12. _____duties of the job
13. _____former employers
14. _____name & address of people who can attest to your personal qualities
15. _____name of schools you have attended
16. _____name of your former supervisor
17. _____title of the job for which you are applying
18. _____your name and address
19. _____your social security number

Performance Objective 4 The student will be able to complete successfully a standard clerical employment test.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Employment tests often contain skill tests, such as typing and shorthand speeds, use of basic office machines, as well as English usage tests.

T F 2. The results of employement tests often determine whether or not you are interviewed.

Name four tasks that often appear on clerical employment tests.

3. _____

4. _____

5. _____

6. _____

Performance Objective 5 The student will be able to state basic measures by which potential employees are judged in an interview.

Circle T for TRUE and F for FALSE in the following statements.

T F 1. It is advisable to bring a friend or relative to a job interview to give you moral support.

T F 2. It is important to be on time for a job interview and to be neatly groomed.

T F 3. In addition to job skills, an interviewer is seeking an employee with a pleasant personality and the ability to communicate with others.

T F 4. As long as you are neat and clean, it does not matter what you wear to a job interview.

Circle the answer(s) that best fit the statement.

5. Factors of a good job interview are
   - A. speak in a loud voice
   - B. be on time or early
   - C. dress conservatively
   - D. chew gum to relieve tension
   - E. go by yourself
   - F. wear casual clothing
   - G. maintain eye contact
   - H. ask questions about local housing

6. On the day of the interview it is advisable to arrive
   - A. 30 minutes early
   - B. 10 minutes early
   - C. exactly on time
   - D. 10 minutes late

List and briefly explain ten guidelines for applicants at a job interview.

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Performance Objective 6 The student will be able to role play a job interview, demonstrating the ability to communicate orally with an interviewer.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. Asking questions at an interview makes you appear stupid.

T F 2. The applicant should allow the interviewer to lead the conversation and close the interview.

T F 3. Criticizing your present or former employer will let the interviewer know how much you need the job.

Performance Objective 7 The student will be able to prepare a mailable, three-paragraph follow-up letter that contains the following:

Paragraph 1 includes a statement of appreciation, the title of the position for which the student applied, and the date of the interview.
Paragraph 2 restates interest in the position and makes a positive statement about the company and/or the applicant's qualifications.
Paragraph 3 indicates that the applicant is looking forward to a decision from the interviewer and restates the address and/or telephone number of the applicant.

Circle T for TRUE and F for FALSE for the following statements.

T F 1. The last step of the job application process is the follow-up letter.

T F 2. Follow-up letters should be three to four paragraphs long and give details why you need the job.

Circle the answer(s) that best fit the statement.

3. The length of a follow-up letter should be
A. 1 - 2 paragraphs B. 2 - 3 paragraphs C. 3 - 4 paragraphs

Fill in the blanks with appropriate words and phrases.

4. The purpose of a follow-up letter is _____

_____.

5. The opening paragraph of a follow-up letter contains _____

_____.

6. The middle paragraph(s) of a follow-up letter contains _____

_____.

7. The closing paragraph of a follow-up letter contains _____

_____.

OBJECTIVE QUESTIONS

THE JOB INTERVIEW PROCESS

PERFORMANCE TEST

Read the enclosed case study of Dale Daniels. Assume that you are Miss Daniels and complete the following four steps of the job application process.

1. Miss Daniels' resume was accepted, and she received an application from Mr. Earl Fill out the enclosed job application for Dale Daniels in response to the following advertisement. She will be available for full-time employment on June 1, 1984.

   ADVERTISEMENT: Lenwood News, April 24, 1984

   > Needed at Barton County Legal Aid Office:
   > A secretary with top skills--typing 60 wpm, shorthand 100 wpm.
   > Ability to work well under pressure and to meet the public.
   > Computer experience desireable. Excellent salary and benefits.
   > Send resume to: Barton County Personnel Director, John Earle,
   > 1495 Lincoln Blvd., Lenwood, TX 77902.

2. Complete the enclosed employment test. Your instructor will assist you with the timed portions of the test. Typing and shorthand proficiency certificates will be accepted if they meet the minimum requirements for this position and have been issued within the past year. Otherwise, a test will be administered.

3. Miss Daniels' application was accepted, and she is scheduled for an interview on May 2, at 3 p.m. Respond in writing to the enclosed sample interview questions. Then be prepared for an oral interview with someone your instructor selects. You will interview for the position advertised above and be rated on the enclosed evaluation sheet. Following is a description of the duties for secretary at the Barton County Legal Aid Office.

   > The Barton County Legal Aid Office is located in Lenwood and provides legal assistance to low-income individuals throughout the county. The duties of the secretary are to greet people, assist them in completing necessary forms, and take the initial case history. The secretary also takes dictation, types correspondence, prepares computerized reports, answers the telephone, schedules appointments, and coordinates the work of two clerk-typists.

4. Write and neatly type an effective follow-up letter that will aid Dale Daniels in getting the job. Remember to follow the suggested format and type the letter in a neat and attractive style.

CASE STUDY: Dale Daniels

Dale Daniels in a twenty-three year old (birthdate 5/23/60) Caucasian female, five feet, six inches tall, and weighs 125 pounds, with brown hair and hazel eyes. Her social security number is 560-40-7428. She majored in business at Baker City High School, 211 South 14th Street, 77925. At graduation in May 1978, she recieved a $200 scholarship from the Future Business Leaders club, of which she had been an outstanding member during her school years and served as secretary her senior year. She was also a member of the band and was on the varsity tennis team.

In September of 1978, Dale enrolled in the secretarial science program at Baker City Community College, 2700 Baker Road. In the next two years she completed courses in typing (70 wpm), shorthand (120 wpm), word processing (grade A), business English (grade B), accounting (grade C), office machines (grade B), as well as general academic classes. She graduated May 1980 with an associate in applied science degree (A.S.) and had an overall G.P.A. of 3.12. In college she was a member of the tennis team and served as vice-president of Phi Beta Lambda in 1979-80.

During the summer before her senior year of high school, Dale worked at a fast foods restaurant, Hurry Burgers, 1712 Highland Avenue, telephone (725) 554-1111. She was a cashier and her supervisor was Janet Halestrom. While attending college, Dale had a part-time job (15 hours per week) with Jason Phillips Insurance Agency, 2953 Tenth Avenue, 554-8081. Working as a clerk, she did typing and general filing, as well as greeting customers and answering the telephone.

After graduation, Dale moved to Lenwood, Texas, where she currently lives at 25440 Dayton Street, 77902, telephone (718) 256-1369. For leisure activities, she has joined a bowling league and volunteers her time at the local YWCA as a tennis coach. She also enjoys reading, decorating her new apartment, and she is learning to cook gourmet foods. She continued her education and took a night course in legal terminology, January - June 1982, at the Lenwood Adult School, 4526 Pine Street.

On August 1, 1980, she became employed by the Lenwood Independent School District as a secretary for Mrs. Janis Herbert, principal of Jackson Heights Elememtary School, 1502 Jackson Boulevard, telephone 257-3322. Miss Daniels takes dictation and types correspondence, files students' records, prepares computerized attendance reports, greets teachers, parents, and students, and answers all incoming telephone calls. It is a busy job with many responsibilities. At the end of the current year (May 1984) the school will close due to low enrollment; therefore, Dale will have to seek other employment.

Dale has obtained permission to use the following people as references.

James Swift
Computer Specialist
2498 Flora Avenue
Lenwood, Texas 77902
(718) 257-3715

Duane Foster
Retail Manager
P.O. Box 847
Lenwood, Texas 77902
(718) 257-8573

Dr. June Ambrose
Instructor
Baker City College
Baker City, Texas 77925
(725) 554-9951

FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY	
Work Location _____	Rate _____
Position _____	Date _____

To Applicant: We deeply appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications *and* may assist us in possible future upgrading.

PERSONAL

Date _____

Name _____ Social Security No. _____
Last First Middle

Present address _____ Telephone No. _____
No Street City State Zip

Do you have any physical condition which may limit your ability to perform the particular job for which you are applying? _____ If yes, describe such condition _____

Position(s) applied for _____ Rate of pay expected $_____ per week

Would you work Full-Time _____ Part-Time _____ Specify days and hours if part-time _____

Were you previously employed by us? _____ If yes, when? _____

List any friends or relatives working for us, other than spouse _____
Name(s)

If your application is considered favorably, on what date will you be available for work? _____ 19 _____

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with our organization? _____

_____

_____

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Check Last Year Completed				Did You Graduate?	List Diploma or Degree
High			1	2	3	4	☐ Yes ☐ No	
College			1	2	3	4	☐ Yes ☐ No	
Other (Specify)			1	2	3	4	☐ Yes ☐ No	

MILITARY SERVICE RECORD

Were you in U S Armed Forces? Yes _____ No _____ If yes, what Branch? _____

Dates of duty From _____ To _____ Rank at discharge _____
Month Day Year Month Day Year

List duties in the service including special training _____

_____

BEST COPY AVAILABLE

List below all present and past employment, beginning with your most recent

I

Name and Address of Company and Type of Business	From Mo	From Yr	To Mo	To Yr	Describe the work you did	Reason for Leaving	Name of Supervisor
Telephone							

II

Name and Address of Company and Type of Business	From Mo	From Yr	To Mo	To Yr	Describe the work you did	Reason for Leaving	Name of Supervisor
Telephone							

III

Name and Address of Company and Type of Business	From Mo	From Yr	To Mo	To Yr	Describe the work you did	Reason for Leaving	Name of Supervisor
Telephone							

IV

Name and Address of Company and Type of Business	From Mo	From Yr	To Mo	To Yr	Describe the work you did	Reason for Leaving	Name of Supervisor
Telephone							

PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

I HEREBY CERTIFY that the answers given by me to the foregoing questions and the statements made by me are full and true to the best of my knowledge and belief. I understand that any false information, omissions or misrepresentation of facts called for in this application or any supplements thereto, is cause for rejection of my application or discharge at any time during my employment. I voluntarily authorize my former employers, schools, and persons named herein to give information regarding me, whether or not such information is a part of their records. I hereby release said organization or persons from any liability or claim whatsoever for issuing this information.

I UNDERSTAND that as a condition of employment, I may be required to pass an employment physical and any future physical examinations required.

Applicant's signature _____ Date _____

DIRECTIONS FOR ADMINISTERING AND EVALUATING
THE
BARTON COUNTY CLERICAL EMPLOYMENT TEST

PERFORMANCE TEST

WRITTEN TEST

1. Provide each applicant with a well-lighted work area that is sufficiently spaced to maintain control.

2. Forty-five minutes is allowed for the timed test; therefore, an accurate clock will be needed to time the test.

3. Directions for each section are included on the test. Applicants should mark their answers in the appropriate space, using pen or pencil.

4. Pass out test forms, face down. Give general directions and explain the time limitation. Ask if there are any questions.

5. Applicants may begin as you start the clock. They must stop when 45 minutes have passed. Collect the tests.

TYPEWRITING TEST

6. Barton County requires a typing test for this position. The personnel department accepts five-minute timed typewriting scores from authorized instructors or Civil Service examiners. If the student does not have a recent typewriting test, the instructor should administer a standard five-minute timed writing. Figure net words per minute by deducting two words per minute for each error. Typing is worth ten points on the overall employment test. Score according to the following chart.

Net Words Per Minute	
42 - 43 = 1	52 - 53 = 6
44 - 45 = 2	54 - 55 = 7
46 - 47 = 3	56 - 57 = 8
48 - 49 = 4	58 - 59 = 9
50 - 51 = 5	60 & up =10

SHORTHAND TEST

7. Barton County requires a shorthand test for this position. The personnel department accepts dictation speed scores from authorized instructors or Civil Service examiners. If the applicant has not recently taken a dictation test, the instructor should administer a five-minute standard dictation test, transcribed with 95% accuracy. Shorthand is worth ten points on the overall employment test. Score according to the following chart.

Net Words Per Minute	
82 - 83 = 1	92 - 93 = 6
84 - 85 = 2	94 - 95 = 7
86 - 87 = 3	96 - 97 = 8
88 - 89 = 4	98 - 99 = 9
90 - 91 = 5	100 & up =10

(Note to the instructor: If the student does not possess shorthand skills, omi this portion of the test. The total possible score would then be 90 points.)

EVALUATION

8. Using the answer key, correct each applicant's test.

9. Summarize the applicant's score on the form below. There is a total possible score of 100 points.

SUBJECT	POINTS POSSIBLE	NUMBER CORRECT		SCORE
Filing	10	_____		_____
Comparison	20 X 1/2 = 10	_____	X 1/2 =	_____
Mathematics	20	_____		_____
Proofreading	10	_____		_____
English Usage: Vocabulary	10	_____		_____
Punctuation	30 X 1/3 = 10	_____	X 1/3 =	_____
Editing	20 X 1/2 = 10	_____	X 1/2 =	_____
Typing Speed	10	_____		_____
Shorthand Speed	10	_____		_____
TOTAL	100			_____

10. Evaluate the applicant's score by the following criteria:

95% and up = Excellent

90 - 94% = Superior

85 - 89% = Good

80 - 84% = Upgradable

79% or less= Not considered for employment

PERFORMANCE TEST

B A R T O N C O U N T Y
PERSONNEL DEPARTMENT
1495 Lincoln Blvd. Lenwood, TX 77902

CLERICAL EMPLOYMENT TEST

This test is designed to measure your aptitudes in clerical work. Work as quickly and accurately as possible.

NAME _____

ADDRESS _____
Street City State ZIP

FILING SKILL:
Number the items in each set in the proper order using the basic rules for alphabetic indexing. (10 points possible)

1. _____Aldo Bates
_____A. K. Bunn
_____Edith Bates

2. _____A. W. Eastman
_____Mark Eastland
_____Landra Easterling

3. _____Martha Brown
_____Marsha Brown
_____Martha A. Brown

4. _____Alberto Martinez
_____Albert Martin
_____Albert Martin, Jr.

5. _____Khalil Azarani
_____Karl Anthony
_____Thersa Antonio

6. _____Dr. Larry Mathis
_____Mrs. Evelyn Matthews
_____Father Murphy

7. _____Fix-It-Shop
_____Ben E. Keith Company
_____John Moore Construction

8. _____Morris Business Forms
_____Tom Norton Auto Body Shop
_____M & N Insurance Agency

9. _____Regan High School, Austin
_____Atlanta Chamber of Commerce
_____Austin Savings and Loan

10. _____U. S. Government Dept. of Labor
_____Washington State Board of Educatio
_____U. S. Government Dept. of Agriculture

COMPARISON SKILL

Look at each set of items; circle the S if the set is exactly the SAME, or N if the set is NOT exactly the same. (10 points possible)

1.	Addie Johnson	Addie Johnsen	S	N	11.	892 346		892 346	S	N
2.	Youngjoo Yoon	Youngjoo Yoon	S	N	12.	503 CND		503 GND	S	N
3.	S. Cunningham	S. Cunningham	S	N	13.	1C606F7		1C606F7	S	N
4.	Jan Skrivanek	Jan Skrabanek	S	N	14.	WMMWW		WWMMW	S	N
5.	Phillis House	Phillip House	S	N	15.	593-50-7642		592-50-7642	S	N
6.	Albert Jimenez	Albert Jimenez	S	N	16.	726-98-1124		726-98-1214	S	N
7.	Irene Lunceford	Irene Lunsford	S	N	17.	BZR-AO-FZXP		BZR-AO-FZXP	S	N
8.	Convenience	Convenience	S	N	18.	4296	4286	4296	S	N
9.	Acquaintance	Acquaintence	S	N	19.	MgFd	MgFd	MyFd	S	N
10.	Principal	Principle	S	N	20.	2LQ8	2LQ8	2LQ8	S	N

BASIC MATHEMATICS SKILLS

Write the answers to the following problems in the column to the right. Use the space in the box for computing. Remember to transfer your answers to the correct space at the right.

ADDITION 1. 540 +312	2. 654 832 114 508	3. 54 + 16 =	4. 3.95 +6.28	5. 42 1/2 + 3 3/4	ANSWERS 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
SUBTRACTION 6. 793 -21	7. 426 -159	8. 27 - 12 =	9. 9.36 -4.50	10. 9 3/8 -2 1/4	6. _____ 7. _____ 8. _____ 9. _____ 10. _____
MULTIPLICATION 11. 34 X12	12. 563 X 48	13. 76 X 9 =	14. 542 X.26	15. $8\frac{1}{2}$ X 3 =	11. _____ 12. _____ 13. _____ 14. _____ 15. _____
DIVISION 16. 7⟌63	17. 28⟌448	18. 104 ÷ 13 =	19. 4.8⟌60.48	20. $2\frac{1}{2} \div \frac{1}{4}$ =	16. _____ 17. _____ 18. _____ 19. _____ 20. _____

PROOFREADERS' MARKS

Write the correct interpretation of these commonly used proofreaders' marks.

1. # _____
2. (sp) _____
3. ¶ _____
4. ^ _____
5. lc _____
6. ⌣ _____
7. ss _____
8. .... or Stet _____
9. ≡ _____
10. ⋕ _____

ENGLISH USAGE

Circle the correct word to complete the following sentences. (10 points possible)

1.	To _____ will I give the tickets?	who	whom
2.	If you need _____ information, call me.	further	farther
3.	The books are _____ on my desk.	laying	lying
4.	The young musician plays the piano very _____.	good	well
5.	The _____ students have _____ much homework.	to too	two
6.	He does his work _____.	quick	quickly
7.	One of the workers _____ off today.	is	are
8.	The teacher and the students _____ in the classroom.	was	were
9.	_____ books are these?	Who's	Whose
10.	_____ lunch is ready.	There	Their

In the following sentences, insert the necessary punctuation and circle the letters that should be capitalized. (10 points possible)

1. He was first elected on november 4 1965 however they say that he will not run for another term
2. The senator from texas henry johnson is a hard working creative legislator
3. The supervisor said we will all get off work for the thanksgiving holiday
4. After the game lets go to ginos for pizza and we will celebrate the teams victory
5. How important are skills in typing shorthand and english usage for an efficient secretary

EDITING SKILLS

Edit the following letter for correct grammar, punctuation, capitalization, spelling, and number expression. Circle the 20 errors and then write the corrections on the line at the right. Note the examples. (10 points possible)

The Funiture Mart
195 west Broadway
Woodland MI 78897

Dear Mr Halston:

Thank you for your order for 12 doz. of our new outdoor launge chairs. The model you selected have been one of our best sellers this Summer, and Im sure you will find that your customers are favorably impressed by it's design and comfort

As you requested the chairs were shipped to your Lansing store on Capitol avenue. they should arrive within 5 or 6 days.

For your convience in selecting other outdoor furniture, I am enclosing a copy of our latest catalog color brochure and order forms. If their is any other way we can be of service to you please call us toll free at 1-800-294-3310.

Sincerely Yours,

Linda A Vincent

Enclosure

A. Furniture
B. West
C. Woodland,
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

33

SAMPLE INTERVIEW QUESTIONS

1. Why did you choose this career field?

2. What do you feel you can contribute to this position?

3. Why do you want to work in this office?

4. In school, why did you choose your major?

5. How do you feel your college education prepared you for this job?

6. Do you have plans for continuing your education?

7. What are your career goals for the future?

8. Tell me about your extracurricular activities and interests.

9. What are your strongest (weakest) personal qualities?

10. What is your idea of a good employee?

Helpful hints for a successful interview:

Write down the name of the person who interviewed you as well as all those you meet. If possible, get the correct spelling (look on name plates, etc.)

Bring samples of your work, such as letters you've written, brochures you've prepared etc.

Be courteous to everyone, especially the secretary. You never know who might put in a good word for you or whom the boss might question for an opinion.

A soon as you leave the interview, make notes of the interview (what did he appear to stress, etc.) for follow-up.

JOB INTERVIEW EVALUATION FORM

Applicant _____

Interviewer _____ Date _____

Rate the applicant in each of the categories below by placing an appropriate score on the line to the right that best describes your impressions. Additional space for comments is provided below.

	POOR	FAIR	GOOD	EXCEL-LENT	POINTS
Application Blank: The application's neatness, legibility and completeness	1-4	5-8	9-12	13-15	_____
Personal appearance: Applicant's neatness, grooming and attire	1-2	3-5	6-8	9-10	_____
Introduction: Applicant's greeting and introduction	1	2	3	4-5	_____
Personality: Attitude, courtesy, sincerity, confidence, interest, initiative, enthusiasm	1-4	5-8	9-12	13-15	_____
Poise: Posture while standing and sitting, body gestures, eye contact	1-4	5-8	9-12	13-15	_____
Communication Skills: Grammar, clarity of speech, pleasantness of voice	1-4	5-8	9-12	13-15	_____
Responses: Appropriateness of answers, good knowledge of position interviewed for, asked appropriate questions, voluntary information	1-5	6-10	11-15	16-20	_____
Close of Interview: Applicant expressed a thank you for the time and consideration, gracious conclusion of interview	1	2	3	4-5	_____
	TOTAL (Maximum 100)				_____

Comments: _____

_____

_____

_____

ANSWER KEYS

50-point Sample Test

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. F
9. T
10. T

11. B
12. B

13. Write N/A in the space.
14. To express appreciation for the interview and restate your interest in the job
15. The date interviewed, the position, and appreciation for the appointment
16. Something positive about the interview or about your unique qualifications and restate your interest.
17. Your interest concerning a decision from the company and your address and telephone number.

18. An employer may call you in response to your resume.
19. An employer may mail an application and an appointment date in response to your resume.
20. An applicant may call the employer and request an interview.

21. A timed typewriting test
22. Take dictation and transcribe shorthand notes
23. Operate office machines, such as transcription equipment, calculators, etc.
24. An English usage test

25. follow-up letter
26. interview
27. application
28. interview appointment
29. letter of application
30. resume

31-50

1. Go to the interview by yourself.
2. Be on time or a little early.
3. Give special attention to your appearance.
4. Introduce yourself by clearly stating your name and the purpose of your appointment.
5. Speak in a clear and pleasant voice.
6. Look at the interviewer when talking or listening.
7. Be confident and relaxed.
8. Be truthful and to the point when answering questions.
9. Prepare questions in advance and make them brief and to the point.
10. Let the interviewer close the interview.

Performance Objective 1

1. T

2. 4 Application
   3 Appointment
   6 Follow-up letter
   5 Interview
   2 Letter of Application
   1 Resume

3. Prepare a resume in response to a job announcement.
4. Send a letter of application with your resume.
5. Arrange an interview appointment.
6. Complete a job application.
7. Participate in an employment interview.
8. Write a follow-up letter.

Performance Objective 2

1. F
2. T

3. D
4. B

5. An employer may call you in response to your resume.
6. An employer may mail an application and appointment date in response to your resume.
7. The applicant may call the employer requesting an interview.

Performance Objective 3

1. F
2. F
3. T
4. F
5. F
6. T
7. T

8. personal, educational background, employment history, references.
9. write N/A in the space.

10. B
11. A
12. B
13. B
14. D
15. A
16. B
17. C
18. C
19. C

Performance Objective 4

1. T
2. T

3. timed typewriting test
4. take dictation and transcribe shorthand
5. to operate office machines, such as transcription equipment, calculators, etc.
6. an English usage test

Performance Objective 5

1. F
2. T
3. T
4. F

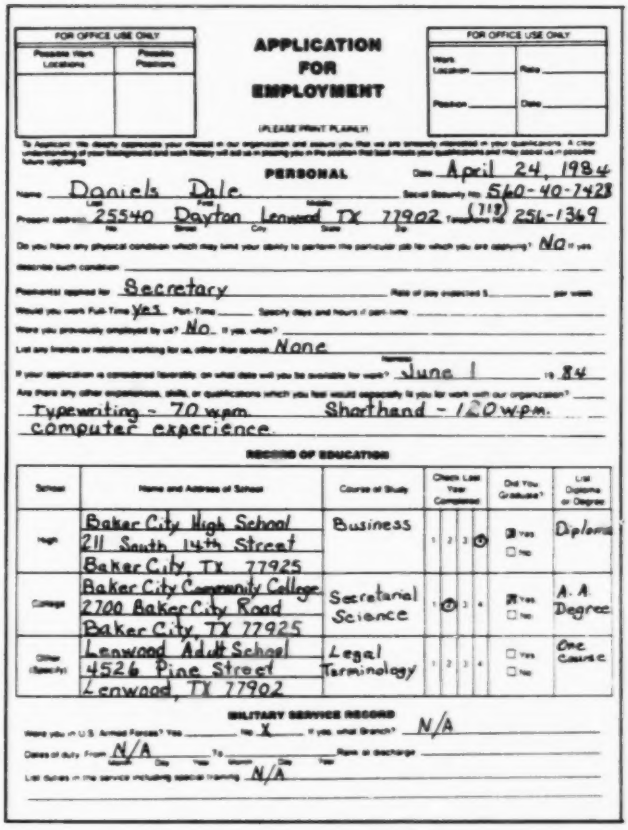
5. B, C, E, G
6. B
7. Go to the interview by yourself.
8. Be on time or a little early.
9. Give special attention to your appearance.
10. Introduce yourself by clearly stating your name and the purpose of your appointment.
11. Speak in a clear and pleasant voice.
12. Look at the interviewer when talking or listening.
13. Be confident and relaxed.
14. Be truthful and to the point when answering questions.
15. Prepare questions in advance and make them brief and to the point.
16. Let the interviewer close the interview.

Performance Objective 6

1. F
2. T
3. F

Performance Objective 7

1. T
2. F
3. B
4. to express appreciation for the interview and restate your interest in the job.
5. the date interviewed, position, and appreciation for the appointment.
6. a statement of your interest in the job, something positive about your visit or your qualifications
7. your interest concerning a decision from the company and the address and telephone number where you can be reached.



FOR OFFICE USE ONLY

Possible Work Locations | Possible Positions

APPLICATION FOR EMPLOYMENT

(PLEASE PRINT PLAINLY)

FOR OFFICE USE ONLY

Work Location | Rate

Position | Date

To Applicant: We deeply appreciate your interest in our organization and assure you that we are genuinely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading.

PERSONAL Date April 24, 1984

Name Daniels Dale (Last, First, Middle) Social Security No. 560-40-7428

Present address 25540 Dayton (No., Street) Lenwood (City) TX (State) 77902 (Zip) Telephone No. (718) 256-1369

Do you have any physical condition which may limit your ability to perform the particular job for which you are applying? NO If yes describe such condition

Position(s) applied for Secretary Rate of pay expected $ per week

Would you work: Full-Time Yes Part-Time Specify days and hours of part-time

Were you previously employed by us? No If yes, when?

List any friends or relatives working for us, other than spouse None

If your application is considered favorably, on what date will you be available for work? June 1 '84

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with our organization?

Typewriting - 70 wpm Shorthand - 120 wpm.
computer experience.

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Check Last Year Completed	Did You Graduate?	List Diploma or Degree
High	Baker City High School 211 South 14th Street Baker City, TX 77925	Business	1 2 3 (4)	(X) Yes ☐ No	Diploma
College	Baker City Community College 2700 Baker City Road Baker City, TX 77925	Secretarial Science	1 (2) 3 4	(X) Yes ☐ No	A.A. Degree
Other (Specify)	Lenwood Adult School 4526 Pine Street Lenwood, TX 77902	Legal Terminology	1 2 3 4	☐ Yes ☐ No	One Course

MILITARY SERVICE RECORD

Were you in U.S. Armed Forces? Yes ____ No X If yes, what Branch? N/A

Dates of duty From N/A (Month, Day, Year) To (Month, Day, Year) Rank at discharge

List duties in the service including special training N/A

List below all present and past employment, beginning with your most recent

	Name and Address of Company and Type of Business	From Mo.	From Yr.	To Mo.	To Yr.	Describe the work you did	Reason for Leaving	Name of Supervisor
I	Lenwood I.S.D. 1502 Jackson Blvd Lenwood, TX 77902 Telephone (718) 257-3322	8	80	Present		Take dictation, file, type correspondence, prepare computerized reports, greet parents, answer telephone	School will close May 1984	Mrs Janis Herbert, Principal
II	Jason Phillips Insurance 2553 Tenth Ave. Baker City, TX 77925 Telephone (725) 554-2081	9	78	5	80	Typing, general filing, greet customers, answer the telephone	Moved	Jason Phillips
III	Harry Burgess 1712 Highland Ave. Baker City, TX 77925 Telephone (725) 554-1111	5	77	8	77	Cashier	Summer employ. Entered school	Janet Halestrom
IV	N/A Telephone							

PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number
James Swift Computer Specialist	2498 Flora Ave. Lenwood, TX 77902	(718) 257-3715
Duane Foster Retail Manager	P.O. Box 847 Lenwood, TX 77902	(718) 257-8573
Dr. June Ambrose Instructor	Baker City College Baker City, TX 77925	(725) 554-9951

I HEREBY CERTIFY that the answers given by me to the foregoing questions and the statements made by me are full and true to the best of my knowledge and belief. I understand that any false information, omissions or misrepresentation of facts called for in this application or any supplements thereto, is cause for rejection of my application or discharge at any time during my employment. I voluntarily authorize my former employers, schools, and persons named herein to give information regarding me, whether or not such information is a part of their records. I hereby release said organization or persons from any liability or claim whatsoever for issuing this information.

I UNDERSTAND that as a condition of employment, I may be required to pass an employment physical and any future physical examinations required.

Dale Daniels (Applicant's signature) April 24, 1984 (Date)

BEST COPY AVAILABLE

CLERICAL EMPLOYMENT TEST
ANSWER KEYS

FILING SKILLS

1.	1	6.	2		
	3		3		
	2		1		
2.	3	7.	1		
	2		2		
	1		3		
3.	2	8.	2		
	1		3		
	3		1		
4.	3	9.	1		
	1		3		
	2		2		
5.	3	10.	2		
	1		3		
	2		1		

COMPARISON SKILLS

1.	N	11.	S
2.	S	12.	N
3.	S	13.	S
4.	N	14.	N
5.	N	15.	N
6.	S	16.	N
7.	N	17.	S
8.	S	18.	N
9.	N	19.	N
10.	N	20.	S

MATH SKILLS

1.	852	11.	408
2.	2108	12.	27024
3.	70	13.	684
4.	10.23	14.	140.92
5.	46½	15.	25½
6.	772	16.	9
7.	267	17.	16
8.	15	18.	8
9.	4.86	19.	12.6
10.	7 1/8	20.	10

PROOFREADER'S MARKS

1.	space
2.	spelling
3.	delete
4.	insert
5.	lower case
6.	transpose
7.	single space
8.	do not delete
9.	capitalize
10.	new paragraph

ENGLISH

1.	whom
2.	further
3.	lying
4.	well
5.	two, too
6.	quickly
7.	is
8.	were
9.	whose
10.	their

EDITING SKILLS

1.	Mr.	11.	They
2.	dozen	12.	five
3.	lounge	13.	six
4.	has	14.	convenience
5.	summer	15.	catalog,
6.	I'm	16.	brochure,
7.	its	17.	three
8.	comfort.	18.	you,
9.	requested,	19.	yours
10.	Avenue	20.	A.

In the following sentences, insert the necessary punctuation and circle the letters that should be capitalized. (10 points possible)

1. He was first elected on (N)ovember 4, 1965; however, they say that he will not run for another term.
2. The (S)enator from (T)exas, (H)enry (J)ohnson, is a hard-working, creative legislator.
3. The supervisor said, "(W)e will all get off work for the (T)hanksgiving holiday."
4. After the game, let's go to (J)no's for pizza, and we will celebrate the team's victory.
5. How important are skills in typing, shorthand, and (E)nglish usage for an efficient secretary?

ANSWER KEYS

SAMPLE-Students' answers will vary

25540 Dayton Street
Lenwood, TX 77902
May 4, 1984

Mr. John Earle
Barton County Personnel Director
1495 Lincoln Blvd.
Lenwood, TX 77902

Dear Mr. Earle:

Please let me express my appreciation for the opportunity to interview for the secretarial position at the Barton County Legal Aid Office on May 2. I am honored to be considered for the position.

After my visit with you, Mr. Earle, I left saying to myself that yours is the type of organization of which I would be proud to be a part. I was truly impressed with the attitude of those at the Legal Aid Office toward helping people. I enjoy working with people and feel my skills could be used to help others.

I look forward to hearing from you in the near future. You may reach me at the address above or telephone 246-1369.

Sincerely yours,

Dale Daniels

Dale Daniels